

Descriptor Term: PROMOTION, RETENTION AND ACCELERATION OF STUDENTS	Descriptor: IKE	Issued: draft7/22/10
	Rescinds: IKE	Issued: 6/26/2006

BOARD POLICY

The promotion, retention and acceleration policy of the Tupelo Public School District serves as the primary basis for the design and implementation of a grading, marking and reporting system for communicating academic performance and progress to students and parents. Through this, the Board establishes expectations for student and staff performance that meet the District's mission of serving the community by challenging each student to realize his or her potential through access to a quality education that requires accountability from all students and employees.

Promotion, retention and acceleration decisions of students in grades K-12 will be based on the student's academic achievement and progress on the curriculum adopted by the District for the various courses that make up the content requirements of each specified grade level. Placement decisions will be based on the grades earned and reported to parents using the grading, marking and reporting system of the District. The retention of a student or repetition of a grade in K-12 for the sole purpose of participating in extra-curricular activities is prohibited.

Classification of students as 10th, 11th, or 12th graders will be based on Carnegie units earned toward graduation requirements. Earning of Carnegie unit credit in grades 8, 9, 10, 11, and 12 will be based on the student's academic achievement and progress on the curriculum adopted by the District. Awarding of Carnegie units will be based on the grades earned and reported to parents using the grading, marking and reporting system of the District.

Requests for acceleration of students will be considered only in cases of exceptional academic achievement in which the student has clearly demonstrated mastery of all criteria for acceleration.

ADMINISTRATIVE PROCEDURE

1. Definitions

1.1 Accelerated placement refers to the placement of a student at a grade level beyond that which would normally be applicable for students of the same chronological age.

1.2. Carnegie unit is a strictly time-based reference for measuring secondary school educational attainment used by American universities and colleges. A

semester class (one-half of a full year) earns 1/2 a Carnegie unit and a two semester class earns 1 Carnegie unit. Awarding Carnegie unit credit in individual courses will be based upon the following: data on instructional management plan objectives, a minimum of 135.5 clock hours of instruction, classroom assignments, class participation, completion of projects, and other criteria established by the teacher and approved by the principal.

2. The District Promotion and Retention Process

2.1. The District's grading/marking/reporting system will be used to assess academic achievement and progress and to report academic achievement and progress to students, parents, and guardians. Specific criteria for use in making promotion and retention decisions are provided herein.

2.2. Kindergarten

2.2.1. Individual progress of kindergarten students will be based on each student's academic performance and progress on the District Learning Continuum and progress in language/reading development.

2.2.2. Information for use by teachers, principals, and other school staff members in making promotion and retention decisions relative to kindergarten students will be as listed and reflected by minimum grades of satisfactory or better in language/reading development.

- Academic achievement and progress on the curriculum adopted by the District for kindergarten students.
- Teacher judgment on the need for additional time and instruction.
- Pre- and post-standardized test data on a nationally validated standardized test adopted by the District for administration to kindergarten students.
- Academic achievement and progress on the components of the instructional program used by the teacher to assist students in mastering the learnings and skills of the curriculum adopted by the District for kindergarten students.

2.2.3. Two components of the instructional program shall include validation of successful kindergarten level performance on learning and skill activities from the District's primary reading and mathematics programs.

2.3. Grade 1

2.3.1. Progress of grade 1 students will be based on each student's performance and progress on the District Learning Continuum and progress in reading and mathematics computation and application.

2.3.2. Information for use by teachers, principals, and other staff members in making promotion and retention decisions relative to grade 1 students will be as listed.

- Academic achievement and progress on the curriculum adopted by the District for grade 1 students as reflected by minimum grades of S (Satisfactory) in reading and mathematics.
- Teacher judgment on the need for additional time and instruction.

- Academic achievement and progress on the components of the instructional program used by the teacher to assist students in mastering the learnings and skills of the curriculum adopted by the District for first grade students.

2.3.3. Two components of the instructional program shall include validation of successful first grade level performance on learning and skill activities from the District's primary reading and mathematics programs.

2.4. Grades 2 through 6

2.4.1. Individual progress of students in grades 2 through 6 will be based on each student's performance and progress on the District Learning Continuum and progress in reading and mathematics computation and application.

2.4.2. Information for use by teachers, principals, and other school staff members in making promotion and retention decisions relative to students in grades 2 through 6 will be as listed:

- Academic achievement and progress on the curriculum adopted by the District for students in grades 2 through 6. The academic achievement and progress shall be reflected by a minimum grade average of "D" (70-74) in each of the five major subject areas (reading, English/ language, mathematics, science, and social studies).
- Teacher judgment on the need for additional time and instruction.
- Academic achievement and progress on the components of the instructional program used by the teacher to assist students in mastering the learnings and skills of the curriculum adopted by the District for students in grades 2 through 6.

2.4.3. Two components of the instructional program shall include validation of successful performance at the applicable grade level on the learning and skill activities in reading and mathematics.

2.5. Grades 7 and 8:

2.5.1. Individual progress of students in grades 7 and 8 will be based on each student's academic achievement and progress on the District Learning Continuum and on the curriculum adopted by the District for the various courses that make up the content requirements for grades 7 and 8. 2.5.2.

Information for use by teachers, principals, and other staff members in making promotion and retention decisions relative to students in grades 7 and 8 will be as listed:

- Academic achievement and progress on the curriculum as adopted by the TPSD for students in grades 7 and 8 shall be reflected by a minimum grade average of "D" (70-74) in each of the four major subject areas of English/language, mathematics, science, and social studies.
- Teacher judgment on the need for additional time and instruction.

2.5.3. It is the responsibility of each teacher to identify students who are not making satisfactory progress toward meeting the academic requirements.

Appropriate instructional interventions shall be implemented.

2.5.4. The names of students who fail to make satisfactory progress shall, after implementation of instructional interventions by the teacher, be provided to the

principal for additional review.

2.6. Grades 9 through 12: Students in grades 9-12 will be classified in accordance with the successful completion of the following requirements:

2.6.1. Ninth Grade: Successful completion of the required eighth grade program.

2.6.2. Tenth Grade: Successful completion of a minimum of six Carnegie units.

2.6.3. Eleventh Grade: Successful completion of a minimum of twelve Carnegie units.

2.6.4. Twelfth Grade: Successful completion of a minimum of eighteen Carnegie units.

2.6.5. A student must successfully complete all requirements and earn one Carnegie unit of credit in English I before progressing to English II, III, or IV. However, if a student fails to earn a Carnegie unit of credit in English I after the second enrollment, he/she will be allowed to enroll in English I and II simultaneously. A student will not be allowed to enroll in three different grade levels of English during the same school year.

2.6.6. Any student who earns a Carnegie unit in Algebra I will not be allowed to subsequently enroll in Pre-Algebra without the recommendation of that student's Algebra I teacher.

2.6.7. A student enrolled in Tupelo High School must be enrolled as a full-time student, defined as a student who is enrolled in a minimum of seven academic class periods during the day. Part-time status may be requested for special circumstances that would result in a medical action plan or a hardship that may require an academic action plan. (Lack of attendance is not a hardship.)

2.6.8. A student who meets the requirements to be classified as a graduating senior may opt to enroll in six academic periods and request senior leave the last period of the school day.

2.6.9. A student who was classified as a graduating senior during the fourth year of continuous enrollment in high school but failed to meet graduation requirements may enroll in an additional year as less than full-time in those courses needed only to satisfy the requirements to graduate from high school.

2.6.10. Students enrolled in co-op must be enrolled in four academic class periods.

2.6.11. In the event that continuous enrollment is interrupted, assignment of the student will be recommended by a committee appointed by the building principal, which includes at least a teacher and a counselor. The assignment determined by the committee will be reviewed by the superintendent or designee.

2.6.12. To enroll in an accelerated course, the student must have a 90 average in any designated prerequisite courses or score at/or above the 90th percentile in the content area of the course on a standardized test. If extenuating circumstances exist, the student can request an exception to this regulation by presenting to the principal a teacher recommendation written by a teacher from the content area of the accelerated course. The principal will review the request with appropriate teachers and other staff members and make a decision to grant or deny the request for exception.

3. Students Not Meeting Promotion Requirements

3.1. Students in grades K-12 who have not met requirements for promotion will be retained in the same grade or assigned to a supplemental instructional program if available.

3.2. To the extent that resources are available, supplemental instructional classes and programs will be created to provide assistance to students in

danger of not meeting promotion requirements or who have not completed promotion requirements.

3.3. In extreme cases of continued failure to meet promotion requirements and based on documented evidence of repeated, unsuccessful instruction interventions, the principal may recommend to the superintendent that a student be conditionally placed in another grade level. Conditional placement must be approved by the student's parents, the student's teachers, and the principal of the receiving school prior to review by the superintendent or designee.

4. Accelerated Placement

The following procedures will be carefully monitored in making a determination for accelerated placement:

4.1. During enrollment in grades 2-8, the parents of a student may request accelerated placement of the student one grade level beyond the grade to which the student has met District criteria for assignment.

4.2. This request must be in writing to the principal of the building housing the grade to which accelerated placement is being requested.

4.3. Upon receipt of a written request for accelerated placement, the principal will notify the superintendent, or designee, of the request.

4.4. The principal will assemble an academic placement team composed of a guidance counselor, a minimum of one teacher who has most recently taught the student, the District psychologist, the supervisor of gifted education, one administrator and a designee of the superintendent. The following criteria will be utilized by the academic placement team during consideration of accelerated placement of a student:

4.4.1. The student must have obtained either a minimum score of 125 on an individualized measure of academic performance or have received minimum scores at or above the 95th national percentile rank in the areas of reading, mathematics, and language on a standardized group measure of academic achievement, and

4.4.2. The student must have earned yearly grades with numerical averages at or above 95 in all courses taken in the grade most recently completed, and

4.4.3. The student must document mastery of content objectives and skills as specified on the District List of Learning and Skills for all courses that make up the curriculum of the grade being skipped, and

4.4.4. The parents and student have been counseled regarding the implications of accelerated placement.

4.5. Based on an analysis of this data, the academic placement team may recommend approving accelerated placement of the student.

4.6. If the academic placement team recommends denial of the request for accelerated placement, the principal will notify the parents of the child in writing together with the reasons for denial.

4.7.All decisions of the academic placement teams will be final. Any expenditure associated with the testing of an applicant for accelerated placement will be the responsibility of the person submitting such request.

EXHIBITS

None

REFERENCES

None

FORMS

None